OE FORM 6000, 2/69

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

ERIC ACC. NO.	CH ACC. NO.	P.A.	PUBL. DATE	ISSUE
ED 034 102	AA 000 462	64	66	RIEAPR70

IS DOCUMENT COPYRIGHTED? YES [X] NO [ ]
ERIC REPRODUCTION RELEASE? YES [X] NO [ ]
LEVEL OF AVAILABILITY I [X] II [ ] III [ ]

AUTHOR
Reich, Binda; Schanck, Susan

TITLE
Teacher's Guide to Japanese Family 1966: The MATCH Box Project; Prototype Edition.

SOURCE CODE	INSTITUTION (SOURCE)
MGG14325	

SP. AG. CODE	SPONSORING AGENCY
RMQ66004	

EDRS PRICE	CONTRACT NO.	GRANT NO.
0.50;3.40	OEC-4-16-019	

REPORT NO.	BUREAU NO.
	BR-5-0710

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE 66p.; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools

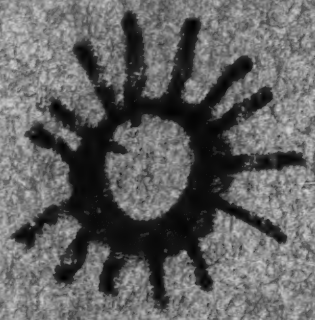
DESCRIPTORS
Activity Units; Creative Activities; *Cross Cultural Training; Culture; Economics; Empathy; Enrichment Activities; *Family (Sociological Unit); Family Life; Family Relationships; *Family Structure; *Japanese; Religion; Role Playing; Social Characteristics; Social Studies; *Social Studies Units; Units of Study (Subject Fields)

IDENTIFIERS
*Materials and Activities for Teachers and Children; MATCH Boxes

ABSTRACT
The Materials and Activities for Teachers and Children (MATCH Box) project provides for a two-week intensive treatment of a subject on the elementary school level. Each MATCH Box contains materials, equipment and activities that work together to foster the teaching/learning of the particular subject matter. THE JAPANESE FAMILY, 1966, leads the students to learn, via role-playing, the organization of the modern Japanese family and the rights and obligations of each member. The MATCH Box provides for five separate families, each slightly different as to the father's occupation and adherance to tradition. In order to role-play assigned family members the children learn about the family structure, religion, ancestor worship, the changing economic structure, household furnishings, and some contemporary Japanese history. Then they are "tested" by the other families to determine their manners and their understanding of the need to adhere to and honor the standards of the group. It is felt that this approach will help the children feel more sympathy and curiosity towards their Oriental counterparts than would a more general and abstract course of study. (SH)

GPO 870-390

ED 034 102



JAPANESE FAMILY 1966

AA 000 462

THE MATCH BOX PROJECT

Materials and Activities for Teachers and CHildren

The material in this publication was prepared under a contract with the United States Office of Education as authorized under Title VII, Part B, of the National Defense Education Act, 1958.

Please note that this is the guide to the prototype MATCH Box. Since the end of the MATCH Box Project in 1968, this unit has been extensively revised and produced commercially by American Science and Engineering, 20 Overland Street, Boston Massachusetts 02215. The latest version of the teacher's guide may be ordered directly from the publisher.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

日本の家族

BY
BINDA REICH
SUSAN SCHANCK

TEACHER'S GUIDE TO

JAPANESE FAMILY 1966

GRADES 5 AND 6

一九六六年度

PROTOTYPE EDITION

©THE MATCH Box PROJECT

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY The Children's Museum TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

TABLE OF CONTENTS

目次

Introduction.....3

How the Box is Organized.....4

Lesson Plans

1. BECOMING A FAMILY.....8
2. MOVING DAY.....13
3. SETTING UP HOUSE.....16
4. FAMILY COUNCIL.....19
5. OPEN HOUSE.....20
6. FAMILY RULES.....22
7. FAMILY ANCESTORS.....26
8. FAMILY CHANGES.....28

Packing the Box.....31

Bibliography.....32

Acknowledgements.....33

About the MATCH Box Project

THE OBJECTIVE OF THIS BOX IS TO
PRESENT THE SUBURBAN MIDDLE CLASS
JAPANESE FAMILY:

ITS MEMBERS AND HOW THEY LIVE TOGETHER
ITS BASIC BELONGINGS AND MANNERS
ITS JOBS AND PLACE OF INDUSTRY

INTRODUCTION

このレッスンを作るに際して

The design of the materials and activities in this MATCH Box gives a very focused presentation of a small part of Japanese culture, the family.

This was done to avoid treating your class like a group of tourists who, covering an entire country in several days, randomly accumulate facts and blurred snapshots that rarely add up to a cohesive memory.

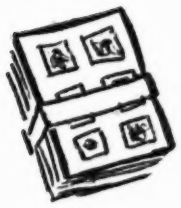
Instead your class will make a two-week "visit" to the suburban Japanese home. They are asked to act as part of a Japanese family, are told something about its history and its present life, and try to do some typical daily activities. This is a highly personal approach which generates an enthusiasm rarely experienced in Geography or Social Studies units. It will help the children feel more sympathy and curiosity towards their Oriental counterparts than would a more general and abstract course of study.

HOW THE BOX IS ORGANIZED

このボックスの使い方

This section describes all the materials included in the Box. Next to the pictures of the materials is a short description of the activities in the order of their suggested use. Be sure to look at all the materials before you begin to teach the unit. It would be best if you left the objects packed until you get to the lesson in which they are to be used. The materials shown here are in the order in which they will be introduced. Some are used in more than one lesson.

PRE AND POST BOX TESTS



This is one test which can be given both before and after the Box is used. By comparing two sets of results, you will have an idea of what the children have learned. If you also let the children compare their tests they too will see their progress.

Two copies of the photographic part of the test are included for each child. There is a "ditto" master to reproduce the written part.

LESSON 1 — BECOMING A FAMILY

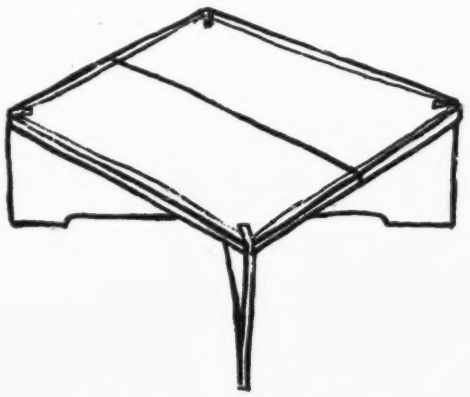
CHARACTER CARD

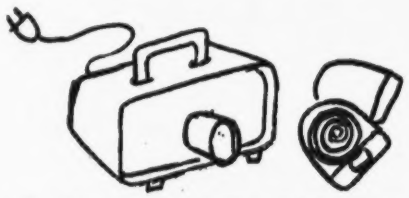
FIVE FAMILY GUIDES

The class is divided into five families which remain intact throughout the unit. Each child becomes a specific member of one of the five families (father, daughter, etc.). Each family has a Guide like your Teacher's Guide which tells the fathers how to lead their families through the lessons.

LESSON 2 — MOVING DAY

This MATCH Box is built around a Japanese family room which you create in your classroom. In this lesson the class is introduced to the family room, and some of the objects commonly found in it. Perhaps your students will be surprised to discover that such things as television sets, comic books and modern magazines are common in a Japanese home. The objects should be displayed on the table in the family room for them to use in spare time activities while the Box is in the classroom.


FAMILY ROOM TABLE


FILM LOOP PROJECTOR AND CARTRIDGES

MAP OF MUSASHINO

FAMILY ALBUM

POETRY BOOK

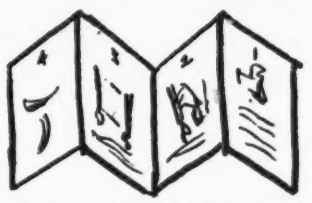
CALLIGRAPHY BOX AND BRUSHES

MAGAZINE

2 COMIC BOOKS

RECORD

FIVE FAMILY HISTORY BOOKS


FOLDING CALLIGRAPHY CHART

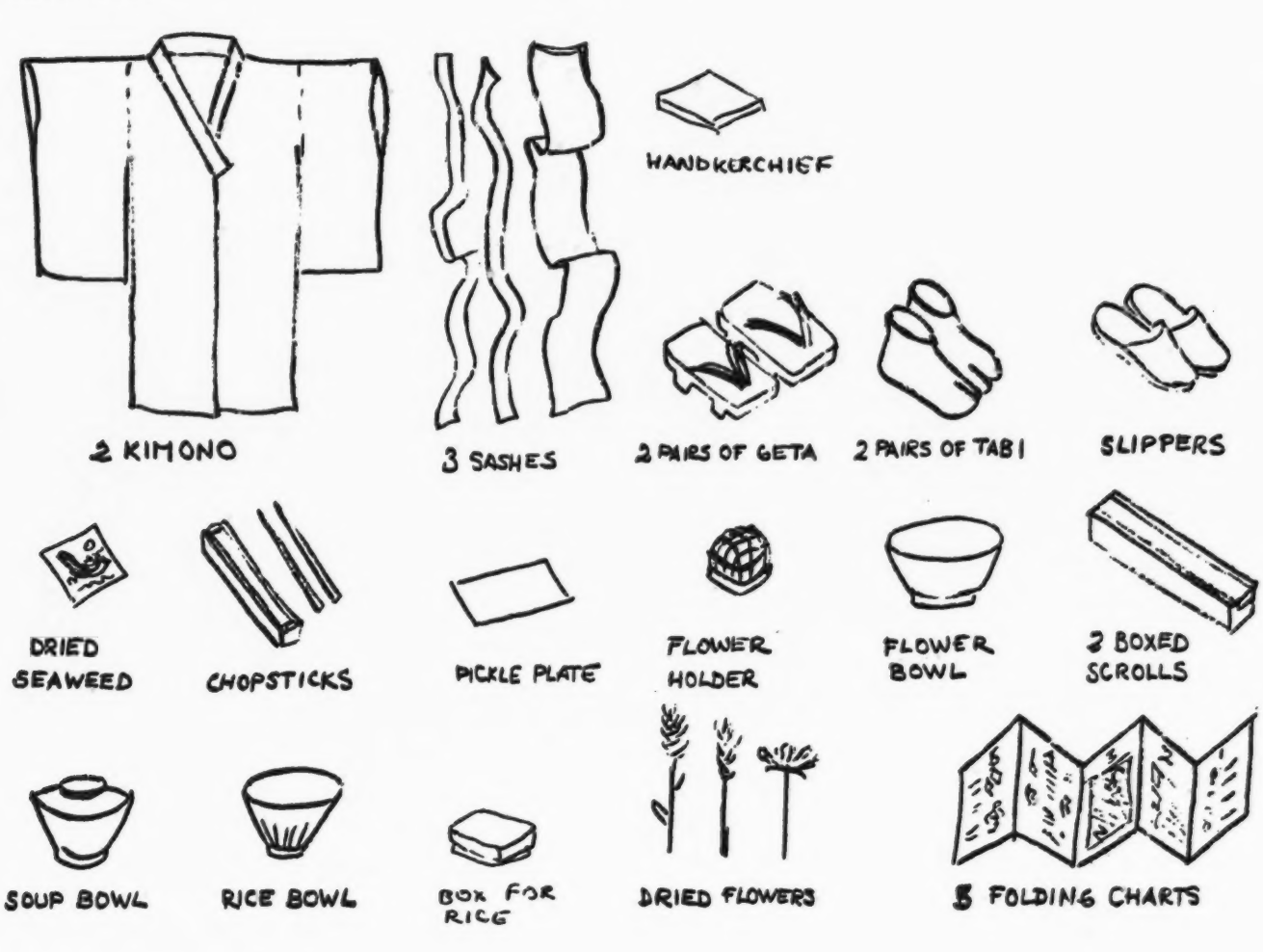
LESSON 3 SETTING UP HOUSE

LESSON 4 FAMILY COUNCIL

LESSON 5 OPEN HOUSE

These three lessons form a unit in which each of the five families learns how to properly use some objects found in a Japanese house. They will try to master behavior such as eating a meal and going politely from room to room. They will prepare and give a presentation to the rest of the class on the customs they have practiced.

In these lessons the children do their work independently. The father of each family directs his family in carrying out the activities. The fathers' instructions are in the Family Guides.

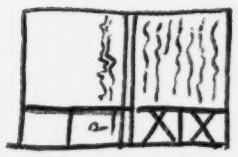


LESSON 6 FAMILY RULES

LESSON 7 FAMILY ANCESTORS

LESSON 8 FAMILY CHANGES

IE RULES



JAPANESE FAMILY REGISTER

FILM LOOP QUESTIONAIRES

In these three lessons the children examine their Family Histories to get further background on their roles. They will also learn something about the recent history of Japan.

By seeing how certain rules apply to their families they learn that one of the most important things to a traditional Japanese was the continuity of his family from generation to generation.

They will make a list of their Japanese ancestors and place them in the family room. They will find out how the jobs of their ancestors have changed as Japan became industrialized, and they will see the present jobs of their families illustrated in the five family film loops.

These lessons are led by you, although the fathers still direct a few activities.

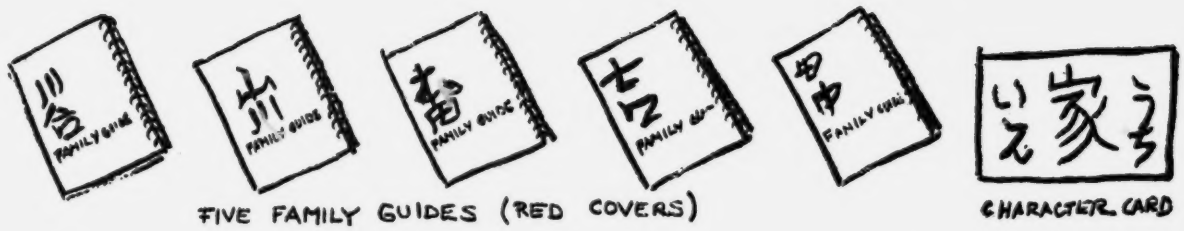
LESSON 1

BECOMING A FAMILY

日本の家族になろう

In this lesson the class will see the Japanese character for "family". The children will be divided into five families and each pupil will learn his role as a member of a Japanese family and something about how the members of a family live and work together.

MATERIALS



FIVE FAMILY GUIDES (RED COVERS) CHARACTER CARD

PREPARATION Consult your class list and choose children to fit the family roles. Keep girls in female roles and boys in male roles. Because it is important that the children learn to act Japanese with a minimum of difficulty, you should be careful in selecting the right child for each role. Here are some suggestions for doing this.

Father: This child should be a leader, one who takes charge when the children are playing by themselves. He doesn't have to be a particularly good student.

Mother: She should be a good student, responsible, a leader.

First son: He should be a good follower and cooperative.

Other children: They can be less dynamic followers.

Grandfather: He should be bright. As he is retired, however, he can be fairly irresponsible.

Grandmother: She should be a follower, but could nag mother, give her advice, etc.

The families require different members. Fill the roles in the order listed below if possible. This is important due to the structure of the activities. Each family should have the members listed down to the line. If you have more children in your class, put them into the extra roles beneath the lines. Remembering, however, that the Honda and Kawai families, being "modern" would not normally have as many children. If you have fewer than 20 pupils in your class (lucky you) use four families and adjust all lessons accordingly by omitting the Kawais.

HONDA (HON-DA)	TANAKA (TA-NA-KA)	YAMAKAWA (YAMA-COWA)	YOSHIDA (YO-SHE-DA)	KAWAI (KA-WHY)
father	grandmother	father	grandfather	father
mother	father	mother	grandmother	mother
first son	mother	first son	father	first son
daughter	first son	younger son	mother	daughter
_____	younger son	daughter	first son	_____
grandfather	daughter	_____	daughter	younger son
grandmother	_____	grandfather	_____	
	daughter	grandmother	younger son	
			daughter	

BACKGROUND The lesson consists of two sets of hypothetical situations to allow the children to "use" their roles for the first time.

The first situations emphasize the fact that jobs are allocated and done in terms of hierachy in a Japanese family. This is rather complicated as there are three kinds of hierachy involved, depending upon the type of task to be done.

One hierachy is that of <u>decision making</u> power: Whenever a policy must be decided upon, or important people from the outside world must be communicated to, it is the right and also the job of the head of the family to do it.

The hierachy goes in this order:

Father (present head)
Grandfather (retired head)
First Son (future head)
Younger Sons (or any other males in the family)
Mother
Grandmother

Another hierachy is that of <u>status</u>: Whenever there is something pleasant but unimportant to be decided upon or to be done, those people with the most status are catered to first.

In the Japanese family the status hierachy might go like this:

Grandfather
Father
First Son
Younger Sons
Grandmother
Daughters
Mother

The last hierachy has to do with <u>labor</u>: Whenever there is an ordinary everyday job to be done it is the duty of the wife of the head to think about it and decide who should do it, or do it herself. Notice, that although Mother is at the bottom of the other hierachies, she is at the top of this one! She is the organizer of work!

Mother
Grandmother
Daughters

PROCEDURE

1. Hang up the character card. Explain to the children that it is Japanese for "family". The big center character can be pronounced

two different ways, depending on which of the little characters is beside it.

When it looks like this, it is pronounced UCHI (oo-chee). This means "household" or "family". 家 うち

When it looks like this, it is pronounced IE (ee-yay), and it means "family line". いえ 家

2. Give your class their family assignments and arrange seating so that each family sits together for the Box lessons. Pass out the family guides. Give the families time to look through their guides. After a few minutes direct them to study their role cards. You have copies of these cards at the end of this lesson. When they have had enough time to learn their roles, have a class discussion based on the questions below:

Who in the family would:

Decide on a TV program?.....(grandfather, father--in that order)

Talk to the fish salesman?.....(mother)
if she wasn't there?.....(grandmother, eldest daughter)

Wash the dishes after supper?....(mother, eldest daughter--never boys)

Fix machines?.....(mother)

Carry messages?.....(sons--this is a pleasant job)

Represent father at a meeting?...(grandfather, first son)

Tell about tradition?.....(grandparents)

To get the children started in the roles, you might have them speak through the father. Let them first decide as a family what they think is the right answer; then the father should announce it to you.

3. When the class has discussed the first group of questions and understands how the roles work in a Japanese family, have them talk about the following group of classroom activities:

Who in the family would:

Read directions out loud?.....(father, mother if father not there)

Keep the Family Guides?.....(father)

Keep track of objects?.....(mother)

Remind others of proper behavior and manners?.....(father, mother if father not there)

Write down group answers?.....(daughter)

Do simple chores?.....(daughters)

Show how to do simple enjoyable things?.....(sons)

Say a prayer for the whole family?.....(father, mother)

Be a master of ceremonies?....(father, grandfather, or eldest son in that order)

Because children so often take rules as absolute, it is important that you explain to them that there is as much variation in role following in Japan as there is here.

A GOOD JAPANESE IS

LOYAL COMPETENT ARTISTIC RESPECTFUL

He is loyal to his family and the groups he belongs to.

He is competent. He works hard to bring honor to his group, he doesn't give up, he thinks about what he is doing.

He does things as neatly as he can. He makes sure things look attractive.

He is respectful to others. He is sensitive to their feelings.

GRANDFATHER'S ROLE CARD

You are the grandfather. You are the RETIRED HEAD of the family.

IN JAPAN

You don't work as hard any more. But you are pretty wise so your son often asks your advice. You try not to be a burden to your family, to spend extra money, or to cause trouble. You have time to visit with your friends and to arrange the family garden. You enjoy playing with your grandchildren.

Because you are so old and respected you are served and get to bathe right after father.

You are called "grandfather of our family".

1

A BAD JAPANESE IS

SELFISH LAZY SLOPPY RUDE

He is <u>selfish</u>. He does not think about the needs and wants of his group.

He is <u>lazy</u>. He does not work hard, and he brings dishonor and shame to his group.

He is <u>sloppy</u>. He does things any old way.

He is <u>rude</u>. He doesn't think about other people's feelings.

2

GRANDFATHER'S ROLE CARD

You are the Grandfather. You are the RETIRED HEAD of the family.

IN THE CLASSROOM

You follow directions as well as you can. You try to be a good example and bring honor to your family.

FATHER'S ROLE CARD

You are the father. You are the DIRECTING HEAD of the family. You are the SPOKESMAN for the family. You are like a GATE TO THE OUTSIDE WORLD.

IN JAPAN

Outside your home:
You work very hard to support your family. Whatever your job, you do it well so that your family will be all right.

You work in the outside world and know a lot about it. When something has to be done for your family in the outside world, you handle it or tell the right person to handle it.

If someone in your family does something wrong, you apologize for yourself because you represent your family. If someone does well, you are praised.

At home:
Because you work so hard outside, when you come home you get to relax. You are served first at meals and take the first bath in the big wooden tub. You spend your time watching television, reading the n ewspaper, and playing with your children. Your wife serves you and takes care of you inside, and your children don't bother you with little problems.

In traditional families everyone calls you "HEAD OF THE FAMILY".

FATHER'S ROLE CARD

You are the father. You are the DIRECTING HEAD of the family. You are the SPOKESMAN for the family. You are like a GATE TO THE OUTSIDE WORLD.

IN THE CLASSROOM

You are the DIRECTING HEAD of your classroom family. You read the instructions in the Family Guide. Then you direct your family in doing it. You often tell the mother of your family what has to be done so that she can plan it and do it. You would especially do this if you think it is a small matter not worthy of your attention. But you make sure that she gets it done because you are responsible to the teacher. You wouldn't want your family to lose face. If there is an argument, you make the final decision; but you always try to be fair.

You are the SPOKESMAN for your classroom family. When the teacher gives you information, you relay it back to your family. You will be criticized when your family is noisy or uncooperative. You will be praised when they do well.

FIRST SON'S ROLE CARD

You are the first son. You are the family heir. You are LEARNING how to be a SPOKESMAN and DIRECTOR for your family.

IN JAPAN

Outside your home:
You work very hard at school so that you can support your family when you grow up. You try to learn everything there is to know about the outside world. You play baseball and other sports.

You watch out for the younger children and make sure they are doing well outside the home. Sometimes your father asks you to do something outside for him. You try to act like he does and bring honor to your family.

At home:
You read, study, and watch television. You don't have many household chores, but you try to give your mother advice about the outside world. You must respect and obey your father. You don't bother him with little problems; you take them to the mother of your family.

You can ask your mother, sisters, and younger brothers for favors. You are served and bathe before the younger sons and women. You are called "first son".

FIRST SON'S ROLE CARD

You are the first son. You are the family heir. You are LEARNING how to be a SPOKESMAN and DIRECTOR for your family.

IN THE CLASSROOM

You try to follow the directions that are given you as well as possible. You try to bring honor to your family.

You don't bother the father of your family with little problems; ask the mother first.

If the father is absent you try to act the way he would and help the mother of your family.

YOUNGER SON'S ROLE CARD

You are a younger son. You are not the family heir, but you are LEARNING HOW TO BE A SPOKESMAN and a DIRECTOR. You will have to start your own family when you grow up.

IN JAPAN

Outside your home:
You work very hard at school so that you can support a family when you grow up. You try and learn a lot about the outside world. You play baseball and other sports.

At home:
You read, study, and watch television. You don't have many household chores. You get served and bathe before the women. You can ask your mother and sisters for favors. If you are nice to your mother she often gives you extra goodies. You are a little bit spoiled.

You are called "second son", "third son" etc., depending on the order of your birth.

GRANDMOTHER'S ROLE CARD

You are the grandmother. You are the RETIRED ORGANIZER of the house.

IN JAPAN

You help with the housework. You give your daughter-in-law advice even when she doesn't want it. But you try not to be a burden to your family, to spend extra money, or to cause any trouble.

You are served before the mother at meals. You often bathe with the younger children and take care of them a lot.

You have time to gossip and go on trips with your friends. You are respected by your family, and loved by your son who is head of the family.

You are called "grandmother of our family".

YOUNGER SON'S ROLE CARD

You are a younger son. You are not the family heir, but you are LEARNING HOW TO BE A SPOKESMAN and a DIRECTOR. You will have to start your own family when you grow up.

IN THE CLASSROOM

You try to follow the directions that are given you as well as possible. You try to bring honor to your family.

You don't bother the father of your family with little problems; you ask the first son or the mother first.

If the father is absent, you try to act the way he would and help the first son and the mother.

GRANDMOTHER'S ROLE CARD

You are the grandmother. You are the RETIRED ORGANIZER of the house.

IN THE CLASSROOM

You follow directions as well as you can. You try to be a good example and bring honor to your family.

MOTHER'S ROLE CARD

You are the mother. You are the ORGANIZER OF THE HOME. You keep HARMONY and take CARE of everything INSIDE. Your family is the center of your life.

IN JAPAN

In your home:
You run the house; you clean twice a day, shop at least once a day for food, wash clothes, prepare and serve the meals. You take out the garbage and fix machines when they break. You pay all the bills. You keep track of everything. You make sure everyone is taken care of before you are; you serve yourself last at meals, and you bathe last in the big wooden tub.

You take care of the children; you make sure they are well fed and dressed, that they go to the right schools, join the right clubs, and read the right books. Your first son often helps you by telling you what he knows about the outside world. You help your children with their homework. This is very important. If they don't do well on their exams they will not get good jobs. You often have to study hard yourself to understand their school work.

You keep harmony in the family; you are always polite and respectful to father because he is head of the family, you make sure that the children don't bother him with little things. You serve him and take care of him. You make sure that everyone knows how to act properly and do the right things; you are strict with your daughters and show them how to do the work you do; you are less strict with your sons, you respect them, and give them special favors and the most enjoyable tasks to do. You often spoil your youngest son. When someone in your family does well because of your help you are not praised, but you are responsible and you feel very proud.

MOTHER'S ROLE CARD

You are the mother. You are the ORGANIZER OF THE HOME. You keep HARMONY and take CARE of everything INSIDE. Your family is the center of your life.

IN THE CLASSROOM

You take care of the family objects and give them to your family when they need them. You collect and check them after they are through.

You help everyone with their Japanese homework and assignments. You look at their work and make sure they know what to do.

You take especial care in listening to father's directions so that you will be able to help him organize everything. If he isn't sure what to do, you help him, but quietly so he won't lose face!

DAUGHTER'S ROLE CARD

You are the daughter. You are LEARNING how to be the ORGANIZER of a home. HOW TO CARE for things, and how to keep HARMONY.

IN JAPAN

Outside your home:
You go to school. You study hard, especially those things that will help you to be a good housewife and mother. You play with your friends after school. You like to read comics and girls' magazines, and listen to records.

At home:
You read, study, and watch television. You help your mother with the household chores and are served after your brothers. You try to bring honor to your family. You are expected to do favors for your brothers.

You are called "first daughter", "second daughter", etc., depending on the order of your birth.

BABY'S ROLE CARD

None of you has been given the role of baby, but you should know what it is like to be a baby in a Japanese family. The Japanese try to give babies and young children a very happy time. They know that all too soon they will grow up and have to work very hard.

As a baby you are rarely alone. The whole family plays with you as much as possible. Your mother carries you about on her back while she does the housework or when she goes shopping. She tries to make your life as warm and cuddly as possible. If you break something, you aren't punished, you are just moved away. Everybody forgives you, because after all you are just a baby and don't know any better. If you cry people play little games with you or give you something good to eat. If your mother wants to teach you how to do something, she waits until she thinks you are ready to do it. She tries not to rush you. You want to learn things that will please your family because they please you.

DAUGHTER'S ROLE CARD

You are the daughter. You are LEARNING how to be the ORGANIZER of a home, HOW TO CARE for things, and how to keep HARMONY.

IN THE CLASSROOM

You try to follow the directions that are given you as well as possible. You try to bring honor to your family.

You don't bother the father of your family with little problems; ask the first son or the mother first.

You try to act like the mother of your family.

LESSON 2

MOVING DAY

引越

In this lesson the children will "move into" their own Japanese family room and learn about some of the things that would be found there.

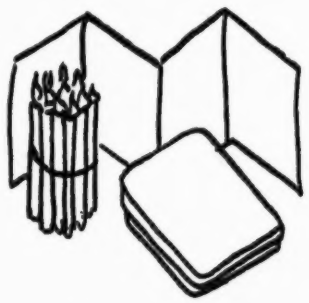
MATERIALS

FILM LOOP PROJECTOR AND CARTRIDGES

MAGAZINE AND 2 COMIC BOOKS

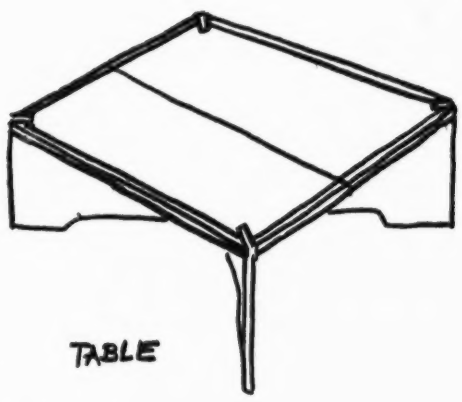
FAMILY ALBUM

5 FAMILY HISTORIES AND MAP



CALLIGRAPHY CHART, BOX AND BRUSHES

POETRY BOOK AND RECORD



TABLE

PREPARATION

You should provide an area of nine feet by nine feet (6' x 6' minimum) in a quiet corner of the room for the family room. It would help if one wall were relatively blank, and the other had windows with bookshelves below them. The corner will also need an electric outlet or extension cord.

One of the basic differences between Japanese houses and ours is that their things are placed in the room so that they are at eye level for people sitting on the floor. To teach this you can do a little experiment at the beginning of this lesson. While the children are out of the classroom, lower all the pictures and notices along one wall. Place them so that they are at the eye level of someone sitting on the floor.

LESSON 2

PROCEDURE

1. Ask the families what is different about the wall.

When they have noticed, tell them that this is what the wall of a Japanese house might look like. Why is everything so low down?

If they can't guess, have them sit on the floor next to the wall and see what difference it makes. They could also try sitting on the floor next to a regular wall to see how they have to crane their necks.

2. Next point out the corner you have chosen to be their family room. Explain to the families that this room would be the center of most activities for a Japanese family, from eating and entertaining, to studying, watching television, and sleeping. They can use their imaginations and the materials from the MATCH Box to create their Japanese family room.

The MATCH Box contains some common Japanese objects that might be found in a family room. Use the rest of the class time for showing these to the children.

You might set them up or pass them around so that everyone can have a chance to look at them briefly.

3. At the end of the lesson have them return the objects to the table in the family room. Tell them that all the objects will be in the family room for them to use. You can allow for individual spare time in your class schedule for them to do this.

SPARE TIME ACTIVITIES

1. If the children would like to try writing Japanese, there are complete instructions for doing this in the form of a chart which can be set up on a desk on the family room table. There are also separate cards for each family showing how to form the characters which make up their name. These are in their Family Guides.

Also, there are enough brushes to permit the whole class to do calligraphy at the same time if you like. As there are only two ink stones and ink sticks, two families can use these while the other families use black water color.

Calligraphy, when it is done with brush and ink, is really an art form. It is also used as writing in which case it is done with pencil or pen.

2. There are picture history books for each family. The families will be working with them in the final lessons, but they can read them as soon as they want to.

3. There are ten film loops on Japan for the children to see. There is a loop projector which they can run on their own once they have learned a few simple things about it. You can learn from instructions that come with the projector. You should teach the fathers how to run the projector as soon as possible. They can then teach their families.

The projector can serve as the television set that one out of every four Japanese families would have in their family room. All the loops can serve as an "educational" TV series, from which your class can learn a great deal about Japan. You should encourage them to "watch television" as much as possible!

Some of the loops are used in Lesson 8. They represent the professions of the modern generations of the five families of the Box.

LESSON 3

SETTING UP HOUSE

家具の取り片付け

In this lesson the children will put their roles into action by having the members of each family work together on a problem. Each family will gain a deeper understanding of one aspect of living in a Japanese house through learning the use of objects and the manners that are appropriate to them.

MATERIALS One folding chart for each family.

Honda

2 PAIRS OF GETA

2 PAIRS OF TABI

SLIPPERS

Tanaka

ANCESTOR TABLET

INCENSE BURNER AND INCENSE

BRASS BELL AND STRIKER

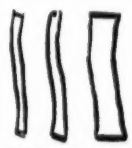
BUDDHA

SMALL CUSHION

NEW YEAR'S DECORATION

Kawai

2 KIMONO

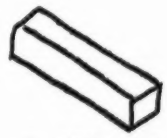

3 SASHES

HANDKERCHIEF

Yamakawa

3 FLOWERS

FLOWER BOWL


2 SCROLLS

FLOWER HOLDER

Yoshida

SOUP BOWL

RICE BOWL

PICKLE PLATE

DRIED SEAWEED

CHOPSTICKS

FILM LOOP PROJECTOR

BOX FOR RICE

LESSON 3

PREPARATION You should plan ahead of time where in the classroom each family will work, because the space requirements for each one are different. You will also have to supply some extra materials for each family.

The Honda family.....will be making the floor for the family room. They will need an area of floor space at least 6'x9' with their desks or a table next to it. They will also need enough brown wrapping paper to cover the family room floor, black magic markers, scissors, and a yard stick.

The Tanaka family....will be making the family altar. They will need only desk surface to work on. You'll have to supply a cardboard box about 8" deep with flaps and an opening about 8"x14", red and black construction paper, scissors, and tape.

The Yamakawa family..will be making the TOKONOMA and will need wall area on which they can hang a scroll. If you wish, you could get fresh flowers or branches for them.

The Yoshida family...will learn to eat Japanese style and will need the family room area in order to sit at the low table. They will also need scraps of white and colored paper.

The Kawai family.....will need space to try on KIMONO and desk surface to lay them out and fold them. It would be fun, but not necessary for them to have a mirror.

If you don't have a Kawai family, the clothing can be left in the family room to be tried on in free time.

LESSON 3

PROCEDURE

1. Tell the children that in this lesson they will be learning about different things that would be in a family room and the proper way to use them. Tell them that proper manners are very important to the Japanese.

2. Remind them to act according to their roles while they are working. The instructions for each family are in their family guides. Try to give any help needed through the father.

3. During the lesson, circulate among the families, helping out with problems. If the children haven't had much independent group work there may be some confusion but it should resolve itself with a little experience.

4. At the end of the lesson have each family put their things away, but not in the family room as yet. Each family's demonstration during Lesson 5 should be somewhat a surprise to the other families.

5. Each family has a little written work that they should turn in at the end of the lesson. It should be looked on and used as a family project.

LESSON 4

FAMILY COUNCIL

家族会議

In this lesson each family will work with the same objects they used in the previous lesson to plan a demonstration of what they have learned.

They will again put their roles into action, this time by deciding who the proper family members are to do different parts of the demonstration.

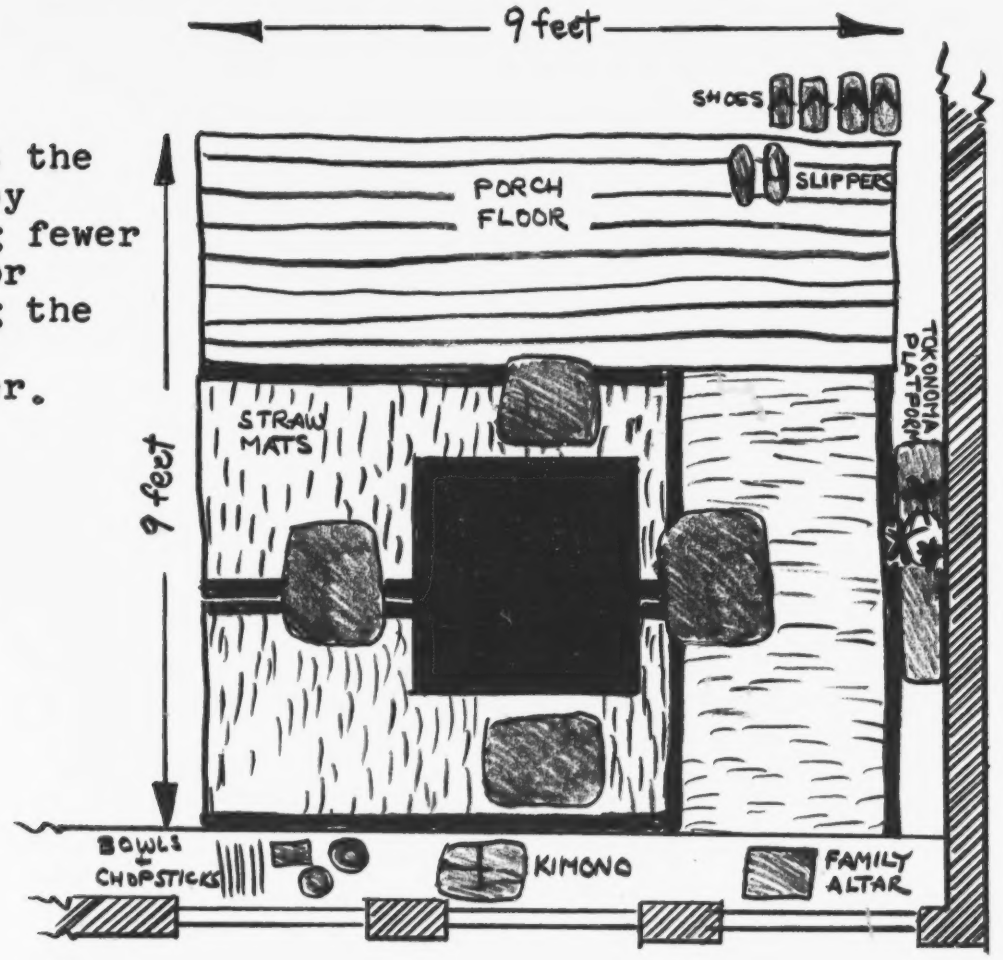
PROCEDURE

1. Tell the children that today they will be planning and rehearsing a demonstration that they will give during the next lesson. The instructions for doing this are in their books. Remind them again about their roles.

2. During the lesson you should help each family plan the staging of their demonstration, which will depend on your family room set-up. The diagram below is a suggestion. What you actually do will depend on your room.

POSSIBLE FAMILY ROOM ARRANGEMENT

Adjust the size by making fewer mats or making the porch smaller.



LESSON 5

OPEN HOUSE

どうぞお越し下さい

In this lesson the children will teach you and each other about the different objects that they have been working with. These will then be put into the family room for everyone to use.

PREPARATION

Select a specific place in the family room where each family can put their objects when they have finished their demonstration.

You will have to figure out how to seat the audience so that they can see as well as possible.

PROCEDURE

1. Have the families put their objects in or near the family room before the lesson actually starts. Then give them a few minutes to get ready.

2. The children should do their demonstrations in the family room in this order:

Honda	--FLOOR
Tanaka	--BUTSUDAN
Kawai	--CLOTHING
Yamakawa	--TOKONOMA
Yoshida	--EATING

3. Tell the other children to pay close attention because after each family has given its demonstration they will call on someone in the audience to come up and do something the proper way. This should not be a hand raising, volunteer operation, but a kind of test. When each family

is finished with their demonstration they should leave their objects in the room.

4. At the end of the lesson tell the children that from now on, they cannot go into the family room unless they use the correct manners. The children should still be free to go to the family room in their spare time. They can now use the other families' objects.

LESSON 6

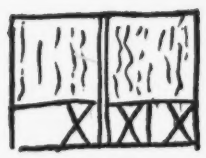
FAMILY RULES

家の規則

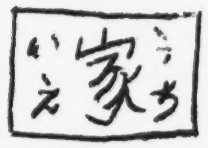
In this lesson you introduce the Japanese rules for continuing a family. The children discuss how the rules are reflected in the family roles they have been practicing.

MATERIALS

FIVE FAMILY HISTORIES (BLUE COVERS)


JAPANESE FAMILY REGISTER

IE RULES



CHARACTER CARD

BACKGROUND

The Japanese IE can be somewhat confusing to Americans, because a precise translation cannot be rendered in a word. It does mean "family", but not the unit of father, mother, and children that is familiar to our culture. In the past the Japanese traced their family through many generations. This was the IE. This tracing, however, was only on the male side, father to eldest son. All the family traditions, the jobs, material goods, and the family name were passed from father to first son. Women adopted the IE of their husbands at marriage and their names were crossed off the register of the family into which they were born.

Visually, the IE is simple to draw; if a typical IE were graphed it would be like a long line. An American family, when drawn out, looks like a branching system, because the mother's side is included. In fact it is convenient to think of the two kinds of family this way; an American family "tree", and a Japanese family "line".

The Japanese IE, however, is not simple socially. It served many purposes in Japanese life. It was the institution that kept control of possessions

(land and houses), passing them from one generation to another. It also passed on social obligations. If a family had been working as servants for another family, they might continue this relationship for generations. There were deep ties between feudal lord and knight, master and servant, businessman and worker.

In fact, a business was often run like a family; and a family was very clearly run like a business; for the primary duty in the social life of a traditional Japanese was to work for his family and to bring honor to it. This made the IE the basis of order in Japan for centuries. It was further enforced by placing the names of dead members in the family altar where they were worshiped along with the Buddha in the daily prayers.

The IE, like any human attempt to achieve balance between the individual and society, was not a perfect system; it had as much inequity and abuse in it as any. Despite this, it worked well for hundreds of years, and the Japanese still use many elements of it today. It was a sound enough arrangement to provide Japan with a buffer against the violent changes that industrialization brought to many Western nations. The modern state of the system will be discussed in Lesson 8.

It is likely that at first your class will think the system strange and foreign. However, the activities in this and subsequent lessons attempt to give the children a closer, more sympathetic view of the IE, by having them examine its workings upon their own classroom families. If these families have taken on life and meaning for them by now, the children can be led to appreciate the ingenuity and good sense built into the IE.

PROCEDURE

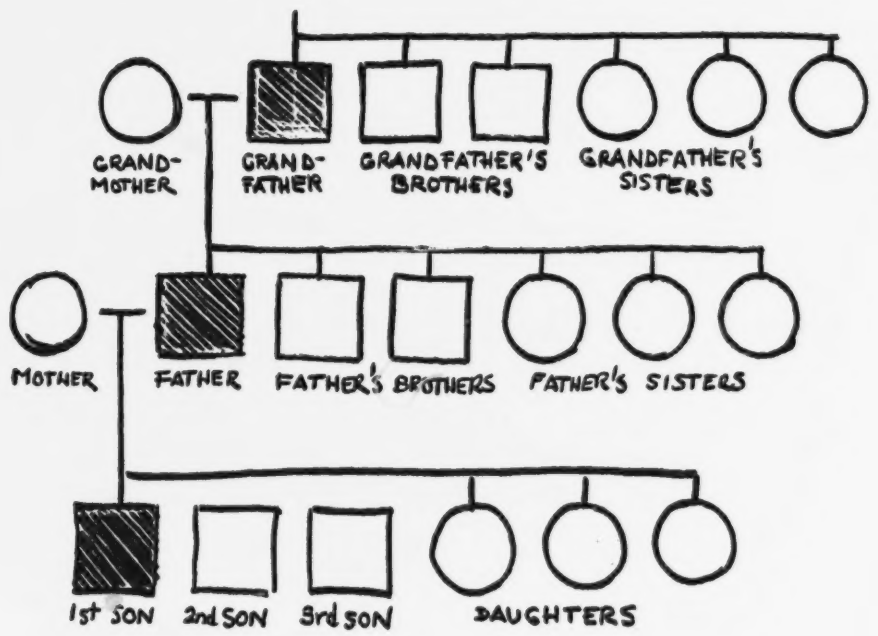
1. Hang up the card showing the Japanese character for "family". Remind the class that in the first lesson they learned one of the meanings of the character: UCHI. Now they will learn about the other meaning of this character.

LESSON 6

When the character is written like this, it is pronounced IE and it means "house" or "family line".

2. Pass out the IE rules. There is a copy of the rules for you at the end of the lesson. Tell the fathers to make sure everyone in their family reads them.

3. While they are reading them, copy the genealogy chart on the board.



When the families are through reading, tell them that this is what the IE looks like in picture form. It looks this way because of the rules. Use the genealogy chart to show them how the rules work.

Ask them if the chart looks peculiar in any way. Point out that the mother's relatives are always missing because her family is not part of her husband's IE.

Point to the father's sisters. Ask them what happens to them when they get married. Do they still belong to the IE? No, they are crossed off. Cross them off on the board and show the children the family register; the red x's are where daughters have gotten married.

Point out that the family line extends back in time. Point out that it is a family "line", not like an American family "tree".

4. At about this point the children should begin to ask "what would happen if" questions. This is good because it means they have thought about the rules and are starting to test them. We have provided a list of further rules to answer any of these questions. We found the children were more involved if they thought of these questions on their own and didn't see this second set of rules beforehand.

1. If the first son is a bad leader or does not want the father's job, and the family cannot make him change, he can be crossed off the family register. The headship is given to a son who <u>is</u> good at these things.

2. If no son is born, the father will find a responsible, hardworking boy to marry his first daughter. This boy then takes on the family name and becomes an adopted son-in-law. He stands in place of the first son.

3. If there are no children at all, some are adopted. Boys often come from the father's side of the family.

4. If the father dies before the first son is old enough, the father's brother will help the mother bring him up to be a good leader.

5. If an IE head divorces his wife she returns to the IE of her birth. She cannot take her older children with her because they belong to the IE of her husband. She might be allowed to take a girl if it is a small baby.

Point out to the children that all the rules apply to their family histories. Can they remember any situation where the rules were used? Ask who are the most important members of the family for continuing the IE.

IE RULES

IE (ee-yay) means "house". It also means a single unbroken "family line", including living and dead members of the family. It was very important to continue this line.

Rules for continuing the IE

1. There is always supposed to be a head of the IE. In all your families this is the father. Grandfather is the retired head. He is too old or weak to organize things well.

2. The headship of the IE passes from father to first son. When the father gets old, he gives the first son the responsibility of caring for the house they live in, the people in the IE, and taking over the job or profession of the father.

3. Mothers and daughters cannot become IE heads.

4. When daughters get married, they are crossed off the family register. They join their husband's IE.

5. When a girl marries into an IE, she has to work hard, learn how to get along with her husband's parents, and fit in. If she does not, she can be sent home.

6. Younger sons can stay in the family register and IE, but they usually have to find a new house to live in, a new job, and start their own IE. If their family was very rich, it might help this new IE, and it then would be called a branch IE.

7. Every member of the IE has an ancestor tablet put into the BUTSUDAN for him when he dies. This is rather like a portable gravestone.

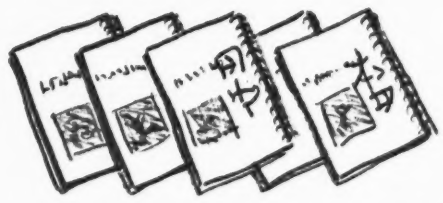
LESSON 7

FAMILY ANCESTORS

御先祖

In this lesson the families find out who their ancestors are. They learn that some Japanese feel their ancestors are present in the family altar.

MATERIALS



FIVE FAMILY HISTORIES (BLUE COVERS)

PREPARATION You will need to supply paper or cardboard approximately the size of the real ancestor tablet. Each child needs one piece to make his own ancestor tablet.

PROCEDURE 1. Pass out the paper for the ancestor tablets. Tell each father to direct his family in making their own ancestor tablets for the Family Room BUTSUDAN. Each child should fill one out for his own family. All the names of the dead members of their IE should go on the tablets. To find out who these would be they can look in their Histories. Using the rules they can decide as a group which ones belong and which do not.

2. When they are finished, have the fathers bring up the tablets for you to check. You might choose the best from each family for the BUTSUDAN. The children can keep the rest. Remember to praise the father for the best tablet, not the family member who made it.

3. Have the fathers put the best tablets in the BUTSUDAN. Tell the class that now all their ancestors are present.

4. Ask them if they can remember how a Japanese ancestor would want them to act. (See role card A GOOD JAPANESE IS . . .)

Today, many modern homes don't have a BUTSUDAN. However, traditional families still teach their children to pray to the ancestors and show them how to offer to the ancestors any gift they receive before they use it themselves. Get a discussion going among the families to determine which of them would be most likely to have a BUTSUDAN today. Which probably would not?

MEMBERS OF THE FAMILIES WHO WOULD GO ON

A N C E S T O R T A B L E T S

KAWAI

Hiroshita	1852 - 1900
Asako	1847 - 1889
Hirotaka	1860 - 1915
Yoriko	1863 - 1917
Noko	1891 - 1960
Kazuo	1920 - 1944
Hiroko	1915 - 1945

TANAKA

Kazurobei	1842 - 1892
Yasuyo	1843 - 1895
Kazro	1860 - 1920
Emiko	1859 - 1927
Saburo	1880 - 1930
Reiko	1881 - 1947
Kenjiro	1906 - 1942

HONDA

Naojuro	1842 - 1915
Sadako	1845 - 1894
Naosuke	1860 - 1915
Ikuko	1865 - 1910
Rojiro	1886 - 1937
Itsuko	1888 - 1942
Junko	1909 - 1945
Naoshiro	1931 - 1945
Jiro	1939 - 1945

YAMAKAWA

Kuniei	1842 - 1896
Shikibu	1846 - 1891
Tsutomo	1865 - 1921
Kunikazu	1860 - 1915
Chinu	1860 - 1918
Kenjiro	1883 - 1954
Yusukei	1880 - 1925
Machiko	1884 - 1943
Yoji	1907 - 1945

YOSHIDA

Gorobei	1842 - 1892
Sadako	1845 - 1879
Chobei	1863 - 1880
Kensaburo	1860 - 1915
Haruko	1865 - 1920
Tomiko	1884 - 1903
Yuko	1885 - 1885
Shigeru	1880 - 1925
Hanako	1882 - 1930
Chosaburo	1910 - 1940
Junko	1912 - 1965

LESSON 8

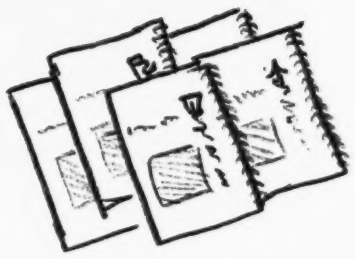
FAMILY CHANGES

家族の移り変り

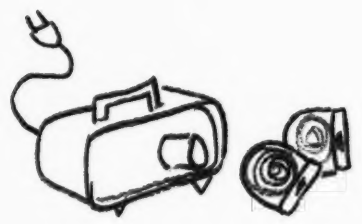
In this lesson the families will watch their family film loop and look at the last generation in their Histories to find out what they are doing for a living. They will discuss with you how the jobs have changed since 1860.

MATERIALS

FILM LOOP QUESTIONAIRES



FIVE FAMILY HISTORIES



FILM LOOP PROJECTOR AND LOOPS

PREPARATION

Most of the activities that the families practiced in Lessons 3 through 7 had their origin in the traditions of Japan. In contrast, the objects and ideas of the first two lessons, and the last lesson, are more modern in content. They reflect a great deal of what Japan has learned from the rest of the world.

We hope that the stories about the families at the end of the Family Histories and the film loops about their professions will give a rich impression of modern Japanese life, and reveal how the Japanese have adapted what they have borrowed to their own needs and styles. We cannot predict what particular questions your children will have about what they have seen and done, so we are leaving this lesson

unstructured. The focus of this lesson, however you structure it, should be on the present state of social and economic life in Japan.

Some time before you give this lesson have each father go with his family to the Family Room to again watch the film loop that shows the occupation of their present generation. They should answer the questionaire you will give them.

Or, if you wish, and can darken your room, you might show the loops to the whole class at once.

PROCEDURE

The following points cover the important facts about the professions of the IE.

1. The job of the head of the IE has stayed much the same till the last few generations. Where it has changed it has become mechanized or more involved with industry and trade.

2. Younger sons have been the ones to take or new jobs. They have done more adventurous things, frequently broken with tradition. However, they have often worked with or advised their families.

3. Wives have pretty much always been housewives.

4. Daughters either worked at home or got married. In the poorer families they took jobs outside till they were married. These jobs have modernized too.

You can also discuss with them some of the social changes that they will have read about in the Histories and seen in the loops.

1. Do as many married First Sons live with their parents now as did in 1860?

2. How did World War II change the position of women?

3. What kinds of changes did they see in the loops and Histories that would make life easier for the Japanese?

4. How and why did the Japanese achieve these changes?

5. How do you think these changes affected the traditional behavior in the families?

ANSWERS TO FILM LOOP QUESTIONAIRES

	HONDA	KAWAI	YAMAKAWA	TANAKA	YOSHIDA
1. What do you do for a living?	Super-visor, camera company	Foreman, steel company	Import-export Toyota cars	Silk & cloth merchant	Modern farmer
2. Who do you work for?	Nippon Camera Company	Toyota cars	Father-who owns Toyota cars	Owns own store	Owns own farm
3. Who buys your pro-ducts and where do they go?	Japan and world	Japan and world	Japan and world	Japan and world	Japan-Tokyo

PACKING THE BOX

このボックスをつめる時

The Family Guides tell the mothers that they are responsible for making sure all the materials that their family has used are returned to the Box.

When you are ready to pack the Box, the mothers should help you to make sure that all their family's things are returned.

There are check lists for each family in the back of their guides.

BIBLIOGRAPHY

参考書一覧

Bureau of Statistics, Office of the Prime Minister, Statistical Handbook of Japan, Tokyo, 1965.

Engel, Heinrich, The Japanese House, Rutland & Tokyo, Charles E. Tuttle, 1964.

Gordon, Elizabeth, (ed.) House Beautiful, Vol. 102 No. 8, August, 1960.

Kokusai Chigaku Kyokai, (ed.) Dai Nihon Bunken Thizu Narabin Chimei Soran Kokusai Bunken Chizu Kabu Shiki Kaisha, 1960.

Newman, Robert, The Japanese: People of Three Treasures, New York, Atheneum, 1964.

Norbeck, Edward, Changing Japan, New York, Holt, Rinehart & Winston, 1965

Seidensticker, Edward, Japan, New York, Time, Inc., 1961

Sugimoto, Etsu Inagaki, A Daughter of the Samurai, New York, Doubleday & Co., 1926.

Vogel, Ezra F., Japan's New Middle Class, Berkeley, University of California Press, 1964.

ACKNOWLEDGEMENTS

あとがき

The following people have spent many hours of time and thought on this Box and constitute the Development Team:

Ikuko Burns, B.A. Yamagata University (announcer for Hokaido Broadcasting Company, and instructor, Yale University).
Patricia Golden, Ph.D. sociology, Harvard University, area specialty Japan.
Joan Lester, Museum Assistant in Anthropology, Children's Museum.

Dr. Ezra Vogel, A.B., A.M., Ph.D. Lecturer on sociology and research associate in chinese psychological studies, Harvard University. whose book, Japan's New Middle Class, has been an invaluable reference. He has contributed many suggestions and photographs. He has been at our meetings in spirit if not in person!

The following teachers have contributed patient efforts and helpful suggestions:

Mrs. Rhody, Countryside School, Newton, Mass.
Mrs. Culhane, Edison School, Brighton, Mass.
Miss Dodge, Academy School, Roxbury, Mass.
Miss Valone, Longfellow School, Cambridge, Mass.
Mrs. Ahern, Mrs. Goodrich, Memorial School, Newton, Mass.
Mr. Donovan, Dudley School, Roxbury, Mass.

Dianne Hood, teacher, Newton and Brookline, Harvard-Lexington Social Studies Curriculum Planning Group, contributed to the initial stages of development, and arranged the contacts with many of the above schools.

We also want to thank:

The Kawai family of Yamagata, Japan for lending us their family photographs for the album.

Mrs. Kawai, for her invaluable aid in purchasing many of the materials for the Box.
Ikuko Burns, for her drawings, calligraphy, translations and patience.
Ivan Bender and Ken Gammerman, of Encyclopedia Britannica, for their cooperation in obtaining permission to use parts of their two excellent films, Taro and Miracle in Asia.
Duncan Smith and Robert Walker, for their design and execution of the containers.
Dr. Padriac Burns, B.A., M.D., trainee in child psychology, Boston University, for his helpful comments on Japanese school children.
Deborah Silverman, Brandeis, and Hadassah Kohn, Radcliffe, of the College Work-Study Program, without whose help, on innumerable details, this Box could not have been finished in time.

ABOUT THE MATCH BOX PROJECT

In June, 1964, under a contract with the United States Office of Education, we started the MATCH Box Project at the Children's Museum. The term "MATCH" stands for Materials and Activities for Teachers and CHildren. A MATCH Box contains materials, equipment, supplies and activities that work together to foster the teaching/learning of specific subjects at the elementary school level. The Boxes contain a high proportion of real objects and require little or no auxiliary equipment or supplies from the school. In every Box there is a Teacher's Guide which serves to organize and activate the three-way encounter between the materials, the teacher and the children.

MATCH Boxes are designed for the relatively intensive treatment of a subject over two weeks, and can be circulated among teachers through material resource centers, libraries, museums, AV departments.

As the Boxes are being developed, materials and activities are tried out in the schools. Prototypes are then assembled, evaluated in local classrooms, and revised prior to distribution.

The first five MATCH Boxes, completed in September, 1965, were: GROUPING BIRDS (Grades K-2); THE CITY (1-3); THE ALGONQUINS (3,4); SEEDS (3,4); and A HOUSE OF ANCIENT GREECE (5,6).

The Box described in this guide is one of a second "generation" of Boxes completed in September, 1966: HOUSES (Grades 1-3); ANIMAL CAMOUFLAGE (2,3); NETSILIK ESKIMOS (3,4); MUSICAL SOUNDS AND SHAPES (3,4); ROCKS (5,6); JAPANESE FAMILY 1966 (5,6); and MEDIEVAL PEOPLE (5,6).

A third generation of Boxes will be finished in September, 1967.

Though the Boxes are our most tangible product, we use them and the developmental process itself as a method for studying the role that real materials play in teaching and learning, and as a way of seeking principles by which media may be combined to create effective educational systems.

This Box and this guide are prototypes and will be revised. We welcome your comments and criticisms. Please write to the MATCH Box Project, The Children's Museum, 60 Burroughs Street, Boston, Massachusetts 02130.

Fred H. Kresse
Project Director

There are five Family Guides in the Box that compliment the Teacher's Guide. One is included here to indcate how the lessons are organized.

The Family Guides are identical with the exception of Lesson 3 and the job cards for Lesson 4.

FAMILY GUIDE

Mr. Kawai
Musachino
Japan

Kawai Sama:

We are very sorry, and apologize for being so bold as to write to you without an introduction.

We also hurry to beg your forgiveness for being so direct as to actually tell you what to do. But we cannot come personally to make yourracquaintance and help you while you are studying Japan. Therefore we are forced to write what we hope will not be a bothersome letter.

During the time that you study Japan you will have to act as the father of the Kawai family. This means that keeping the Kawai Family Guide is your responsibility. You may let other members of your family look at it, but you should keep track of it.

The instructions in this guide are for you to read. They tell you how to help your family learn about Japan. You should read the instructions for each lesson before it begins, so you can run your family operations smoothly. If you have any questions ask your teacher. Be sure to ask the questions when your family isn't around so you won't lose face.

We humbly hope you have fun being Mr. Kawai and learning about Japan.

Most respectfully yours

Binda Reich
Susan Schanck

LESSON 1

BECOMING A FAMILY

日本の家族になろう

Today your teacher will tell you who the members of your family will be. Each person in your family will get a card telling him how to act as a Japanese. Your teacher will lead a discussion to help you learn and understand how to do this. Read the directions below to yourself. Do one step at a time. Remember you are your family director.

STEP 1 When your teacher has assigned the family roles, pass out the role cards. They are inside the front cover of this book. Give everyone the card that matches his role. Tell them they can keep their own cards until you have finished studying Japan. Do not lose the cards.

STEP 2 Everyone should get a chance to see one another's cards. They should also see the two extra cards, called "A Good Japanese Is .." and "Baby's Role Card". Pass them around so everyone can see them. Then put the extra cards back in the pocket.

STEP 3 There is a big card in the same pocket that shows how your name is written in Japanese. Pass it around so your family can learn to recognize their name.

STEP 4 When all the families have finished looking at the cards your teacher will probably start the discussion.

LESSON 2

MOVING DAY

引越

Today your teacher will help you learn more about Japanese families. You will also look at some of the things that might be found in your house in MUSASHINO (MOO-SAH-SHE-NO). The things will be passed around the class.

When the lesson is finished, the things will be put on a Japanese-style table in your classroom. You will be able to look at them more closely in your spare time.

You will have to decide who in your family should look at everything first. Remember what you learned in the last lesson about the family roles.

LESSON 3

SETTING UP HOUSE

家具の取り片付け

Today your family will learn about Japanese clothes and how to put them on.

In this lesson you and your family will work independently of the teacher. Read the directions in this book to yourself; then tell your family what they should do. Do all the activities in order, and make sure you finish the lesson today.

STEP 1 Have your family look at all the things for a few minutes and try wearing them.

Be sure that you can find everything that is shown in CHART 1.

STEP 2 Now try on the KIMONO, following the steps in CHART 2. Let everyone have a turn. You should decide on the order.

STEP 3 Have your family be sure to fold the KIMONO properly when you put them away. The directions are on CHART 3.

STEP 4 Have your family look through the real Japanese family album and find answers to the questions listed below. Have a family member write the answers on a piece of paper for the whole family.

1. Who stopped wearing KIMONO for everyday use first, men or women?

LESSON 3

2. Did men or women have the fanciest KIMONO?
3. What does a wedding KIMONO look like?
4. Which generation seems to wear KIMONO most often today?
5. What do children wear to school today?
6. What did their parents wear to school?
7. Why do you think Japanese people started wearing the kind of clothes we wear in America today?

HOME WORK — Ask your family members if they have any Japanese clothing at home. If they do, have them bring it to school.

LESSON 4

FAMILY COUNCIL

家族会議

Today your family will plan how to give a demonstration of what was learned in Lesson 3. You will give the demonstration during Lesson 5. The purpose of the demonstration is to teach the other families the right way to use your objects. They will teach you how to use their objects also. You must plan very carefully so that everything will be very clear to the other families.

You will give the demonstration in the family room.

STEP 1 There are different jobs that have to be done to give the demonstration. These jobs are shown on job cards in the pocket on the back cover of this book. Pass them around for your family to look at.

STEP 2 Chose the right family members to do each job. Give yourself a job, too. Think about the family roles when you do this. The cards tell how many people are needed to do each job.

STEP 3 Tell everyone to plan or practice how he is going to do his job. Have them practice each job separately for 10 or 15 minutes.

STEP 4 When everyone knows how he is going to do his job, have them all come together again. Now decide in what order the jobs will be done during the demonstration.

STEP 5 Practice the demonstration just as you will do it during Lesson 5.

Here are two things to think about while you practice.

(a) Will everyone in the audience be able to see what you are doing?

(b) Will everyone be able to hear and understand what you are saying?

TELLING ABOUT CLOTHING -- One person

Explain about the different kinds of KIMONO.

Tell what kinds of clothing are worn today in Japan.

Show the pictures in the album. Point out the differences in the clothing of different generations.

FOLDING A KIMONO -- One person

Fold a KIMONO in front of the class. Be sure to do it where everyone can see.

Explain each step as you do it.

MAKING AN OFFERING -- One person

You will give the handkerchief as an offering. It is a common clothing gift in Japan. Gifts are always beautifully folded and wrapped.

By making an offering you will be asking for your ancestors' help in giving a good demonstration. Leave your offering in the altar.

On the day of the demonstrations you will have to watch the Tanakas very carefully to see how to offer a gift to your ancestors. You will make the offering just before your family demonstration.

MODELING KIMONO -- Three people

The people who will model the KIMONO should stand where everyone can see them.

The helper should dress one person at a time and explain each step as it is done.

LESSON 5

OPEN HOUSE

どうぞお越し下さい

You will give your demonstration today. Your teacher will probably give you a few minutes to talk with your family before the lesson starts. Remind them of the order in which they will be doing their parts. Remind everyone about family honor. You should try to help each other give a good demonstration.

Your teacher will probably suggest that you put all the things you will be using in or near the family room before the demonstrations start. That way everything will be handy and there will be less confusion. Make sure that everything you will need is there.

May your ancestors bring
you good luck with your
demonstration!

LESSON 6

FAMILY RULES

家の規則

Today you will learn how Japanese families continued through many generations, and what they did to keep their family together so that everybody could work happily and bring honor to the family.

This will help you understand why your family roles are the way they are.

Before this lesson starts, be sure each member of your family has read your Family History.

Your teacher will lead this lesson. Your job is to see that your family behaves honorably and to make sure that they all read the lists of rules that your teacher will hand out during the lesson.

LESSON 7

FAMILY ANCESTORS

御先祖

Today you will learn more about your ancestors. You will also make an ancestor tablet with all your ancestors' names on it to put in the family room BUTSUDAN.

For today's lesson you will need your Family History Book and the IE rules.

Your teacher will tell you to make a list of the ancestors who should have an ancestor tablet. Here is how to do this:

STEP 1 Get your Family History Book. Start with the first ancestor and decide together whether he should be on the tablet. If you decide yes, write his name down. Do this for each person in the family.

STEP 2 When you have a complete list have each family member copy the list on the paper or cardboard ancestor tablets your teacher has given out. Write all the names on each tablet.

Tell your family the teacher will pick the best tablet to put in the BUTSUDAN to represent your family.

LESSON 8

FAMILY CHANGES

家族の移り変り

This lesson is about family changes. Some time before the lesson begins your teacher will ask you and your family to go to the Family Room to prepare for it. You will need your Family History and the film loop which shows what you do to make a living.

STEP 1

When you go the the Family Room, set up the projector so that all of your family can watch the film loop. Turn it on and watch the loop.

STEP 2

Fill out the questionaire that your teacher has given you, using the information in the film loop and your Family History.

During the lesson time, you will have a class discussion about what you do for a living, and how your job and your whole life differs from your ancestors'.

This is the last lesson in the MATCH Box. If you have any questions about what you have done, seen, or read, this would be a good time to ask them.

PACKING THE BOX

このボックスをつめる時

The mother of your family is responsible for making sure that all your family's objects are returned to the box.

But since this is such an important responsibility you should make a final check. Here is a list of everything that your family should return:

1 Family Guide
- 9 role cards
- 5 job cards
- 1 name card

1 Family History

2 KIMONO

2 narrow sashes

1 wide sash

1 folding chart

1 handkerchief and box